DOCUMENT RESUME

ED 302 891 EA 020 546

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TITLE A Case Study in Teacher-Centered Curriculum Development: The Process in Walpole Public Schools.
PUB DATE Dec 88
NOTE 41p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Basal Reading; Curriculum Design; *Curriculum Development; Educational Change; Elementary Education; Kindergarten; Learning Strategies; Participative Decision Making; Public Schools; *Reading Instruction; *Reading Programs; School Surveys; Teacher Developed Materials; *Teacher Participation; Teaching Methods
IDENTIFIERS *Walpole Public Schools MA

ABSTRACT

In this case study illustrating teacher-centered curriculum development, teachers in the Walpole (Massachusetts) public school system were asked to select a reading program for use in grades K-8. Twenty-five teachers served on two teams over a two-year period. They used developmental learning kits at the kindergarten level, basal reading series for grades 1 through 6, and continued with the current reading program in grades 7 and 8. This report describes background material and standard guidelines for the study. Specifics used in reviewing each series are identified as well as premises for reading instruction. The Basal Review Team decided that the best use of basal readers is a two-basal configuration for primary grades and a three-basal configuration for the intermediate grades. Specific text recommendations and rationale for each selection are summarized. The standard operating procedures that enhance the curricular change process are discussed. Appended are (1) the guidelines; (2) the charge; (3) the terminology; (4) the teacher surveys; (5) an evaluation grid; and (6) eight references. (SI)

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ED302891

A CASE STUDY

IN

TEACHER-CENTERED CURRICULUM DEVELOPMENT

The Process in

Walpole Public Schools

Walpole, Massachusetts

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December, 1988

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A CASE STUDY

IN

TEACHER CENTERED CURRICULUM DEVELOPMENT

INTRODUCTION

A hallmark of successful school systems is a teacher-centered curriculum process. Support for curricular programs, no matter how ambitious, is more likely when teachers have participated in the development (Samuels, 1988). Effective schools research repeatedly emphasizes the role of the teacher in planning, developing and executing curricular change (Block, 1983).

Walpole Public Schools supports the premise that curriculum is best developed by the teachers who will teach it. A curriculum specialist is available to teachers, department heads and principals to assist with the planning of curricular projects. Suggestions for curriculum development may be initiated by any member of the instructional staff. For example, a teacher, principal, central office staff member, department head or assistant principal may suggest the need for curricular work. At this point, the person or curriculum group makes a plan to carry out the work. Curriculum development must be in keeping with the established formats of curriculum guides for each grade and/or subject area.

A Case Study in Walpole, Massachusetts

Walpole is a school community of approximately 3,000 students. Approximately 2,000 are students in grades K-8. The Massachusetts Department of Education characterizes Walpole as an economically-developed suburb. Of approximately 225 Massachusetts school systems, there are 59 other public systems similarly designated. Generally, these communities score above the State average on assessment tests of Reading, Math and Science.

Curricular projects in Walpole are facilitated by the Director of Instructional Services, who plans the framework for the task, secures release time and appropriate meeting dates and locations, obtains necessary funding and organizes the presentation of meetings.

It is important to clearly state the charge and delineate the activities that comprise the task. Teachers are then asked to volunteer on the basis of interest to participate in the project. This procedure appears to work better for us than asking for participants on the basis of descriptions such as "a person who has writing skills, two people skilled at group presentations", etc. A general statement of activities (see Appendix B) aids teachers with self-selection, and, as tasks evolve teachers are better able to determine who is best suited to carry them out.

Another characteristic of successful teacher-centered curriculum work is the use of small-group activities. Small-group work should be carefully planned to expedite the task and interspersed with full group sessions to maintain a cohesive approach to the task.

Periodic summary sessions are also useful to convey a sense of accomplishment and to set the next steps in the process. Teachers have reported that this phase is crucial to maintaining good teacher/administration rapport. The chances that mixed messages or hidden agendas will occur are reduced when periodic review sessions are conducted.

The following report illustrates teacher-centered curriculum development. In this cuase, teachers were to select a reading program for use in grades K-8. Twenty-five teachers served on two teams, over a two-year period. They decided to use developmental learning lits at the Kindergarten level, basal reading series for grades 1-6 and to continue with the current reading program in grades 7 and 8.

The generic teacher-centered process used to accomplish this is applicable to any curricular project.

BACKGROUND

Program evaluation of the Reading Program was conducted in the Fall and Winter of 1986-87. One aspect of this review was to survey teachers about their use of basal readers in grades K-6. Chart 1 summarizes this information.

WALPOLE PUBLIC SCHOOLS

READING PROGRAM EVALUATION

Basal Materials in Use 1986 - 87

GRADE	NUMBER OF TEACHERS	NUMBER OF BASALS IN USE	COPYRIGHT	DISTRIBUTION	
K	8	4 basals (4 publishers)	1967-1985	3 teachers - Scott Foresman	1982
				2 teachers - Ginn	1985
				2 teachers - Other basals	
1	11	8 basals (3 publishers)	1961-1986	5 teachers - Houghton Mifflin,	1986
				2 teachers - Lippincott	1970
				5 teachers - Houghton Mifflin,	1983
				4 teachers - Lippincott	1969
				4 teachers - Other basals	
2	10	21 basals (9 publishers)	1955-1986	4 teachers - Houghton Mifflin,	1974
				8 teachers - Lippincott	1970
				4 teachers - Ginn	1973
				2 teachers - Houghton Mifflin,	1986
				2 teachers - Lippincott	1964
				2 teachers - Holt	1977
				14 teachers - Other basals	
				2 teachers - S.R.A.	1982
				2 teachers - Ginn	1969
				2 teachers - Ginn	1973
3	8	10 basals (7 publishers)	1960-1983	3 teachers - H.B.J.	1974
				2 teachers - H.B.J.	1983
				2 teachers - Lippincott	1975
				2 teachers - Ginn 360	1969
				2 teachers - Scott Foresman	1968
				5 teachers - Other basals	
				2 teachers - Houghton Mifflin,	1974
4	8	6 basals (5 publishers)	1965-1986	3 teachers - American Book	1977
				3 teachers - Other basals	
				2 teachers - Lippincott	1978
				2 teachers - D.C.Heath	1986
5	8	9 basals (6 publishers)	1966-1983	2 teachers - Lippincott	1966
				8 teachers - Other basals	
6	8	8 basals (7 publishers)	1965-1986	2 teachers - Houghton Mifflin,	1986
				7 teachers - Other basals	

NOTE: Many teachers use more than one basal, therefore, the number of teachers in the Distribution Column may exceed the number of teachers at a particular grade level.

CHART 1

The Reading Program for grades K-6 is predicated upon written instructional objectives which are periodically reviewed and revised by teachers and curriculum coordinators. Teachers have been teaching to these objectives using a variety of basal readers as well as other supplemental materials. The copyright dates on the basal readers range from 1955 to 1986 from more than ten publishers.

Analysis of this information led to a decision to reevaluate the most effective use of basal materials for Walpole students. Several issues surfaced, namely, does teacher choice of materials provide the most effective use of basals for student achievement and does the practice promote continuity within and between our schools?

Some educators promote the exclusive autonomy of teachers in the selection of materials appropriate to instructional objectives. While this is certainly supportive of the individual teacher's ability to provide appropriate instruction at the group level, it does not consider the efficiency of instruction as a child moves from year to year or from group to group. Conversely, instituting systematic use of basal readers does not preclude teacher choice and instructional autonomy, but rather, fosters the efficiency of instruction so that students are attending to the specifics of reading instruction and not unnecessarily focusing on instructional logistics. For example, each basal

series has its own instructional approach, format and types of activities. In the early stages of reading, active learning time is subdivided for the child who moves from one basal approach to another.

A survey was developed and administered to reading teachers in grades K-8 (see Appendix D) to ascertain their best judgement about the use of basal readers in Walpole Public Schools. Approximately 70% of teachers responded that the use of two or more series (strands) would provide the necessary continuity and be the most effective use of basal readers. They also responded that the use of basals should be considered for grades K-6.

DEVELOPING GUIDELINES

In the spring of 1987 a team of nine teachers was convened to develop criteria for selection of basal readers (see Appendix C). This team followed standard practice for system curriculum development which is outlined in Chart 2.

TEAM PROCESS FOR CURRICULUM DEVELOPMENT

- Establish Charge
- Convene Team
- Conduct Literature Review
- Review Current Practice/Discrepancy Check
- Develop Criteria
- Analyze
- Make Judgement
- Disseminate Information
- Implement
- Evaluate

CHART 2

A second fourteen-member team was convened in the Fall, 1987 for the purpose of reviewing and selecting two or more strands of basal readers. The facilitator conducted meetings in accordance with established process (see Appendix B).

INVOLVING OTHERS

Curricular teams are made up of teachers who volunteer to serve as representatives from their building. Input from other staff, in this case, from other reading teachers in grades K-6, is an integral part of the curriculum development process.

Kindergarten teachers were individually interviewed by the Early Childhood Consultant about the use of basal readers for the Kindergarten child. Teachers requested that the Basal Review Team evaluate learning kits as opposed to reading books and workbooks. Basal Team members have solicited opinions from other teachers in their buildings on an on-going basis.

In addition to surveys to all reading teachers, two structured activities were conducted that elicited opinions from other interested teachers and administrators. Teachers and administrators were invited to attend sales presentations and a four-day materials exhibit. Written comments were requested at each event (see Appendix D).

REVIEWING THE LITERATURE

Certainly a lot has been written and disseminated about appropriate use of basal readers, expecially since it is estimated that 90-95% of school systems nationally use these materials to teach reading. For a long time there has been debate about the best approaches for reading instruction. In 1967 Jeanne Chall[1] tried to untangle the snarl of opinion and research about phonics instruction, whole-word instructional approaches and comprehension. Publishers of basal readers incorporated this information into revisions of their texts.

Lately, using basal readers at all has been criticized by the NCTE[2] because reading instruction is task analyzed and presented in a controlled, explicit and sequential manner, which disregards (according to the Council) reading for reading's sake.

The guidelines developed by Walpole Public Schools incorporates these concepts into the selection process. A list of instructional premises was gleaned from the literature. The team then identified specifics to look for when reviewing each series. This information is presented in Chart 3.

1. Chall, Jeanne. Learning to Read, McGraw-Hill Book Company, New York, 1967.
2. Rothman, Robert. "Critique Terms Basal Readers Outmoded, Urges Spread of Real Book ALTERNATIVES", Education Week, Vol. 7, Number 13, December 2, 1987.

WALPOLE PUBLIC SCHOOLS

BASAL REVIEW

Premises for Reading Instruction	What to Look for in Basals
1. A code-emphasis approach is instructed in grades K-3.	1. Balance in code-emphasis approaches in TE, including comprehension concepts.
2. Activating students' prior knowledge is an integral part of the instructional process.	2. Background information in TE: a. activities to activate prior knowledge b. strategies relating to prior knowledge
3. Supplementary materials in addition to basals are used to differentiate instruction, provide specific information, and develop love of reading.	3. Suggested enrichment activities and materials.
4. Practice of skills and concepts is an integral part of the instructional process.	4. Opportunities for sufficient practice related to skills and concepts.
5. The tie between reading and writing is basic to reading instruction.	5. Writing activities in workbooks and TE: a. story starters b. opportunities for student-generated writing.
6. Different levels of questions are used in each lesson.	6. Various types of questions suggested for use with a range of students.
7. Vocabulary development is an integral part of the instructional process.	7. Strategies for vocabulary developed in TE.
8. Review and reteaching are an integral part of the instructional process.	8. a. practice in contexts b. related to text c. variety of strategies d. balance of short/long term learning
9. A comprehension emphasis is stressed in grades 4-6.	9. Comprehension strategies for teachers and students.
10. A sequential presentation of skills and concepts is basic to reading instruction.	10. Grouping flexibility.

CHART 3

NEXT STEPS

Each component of the task occupies all of our energies during that part of the process. However, as soon as one task nears completion, another moves to the forefront. The actual review of the series, including the Teacher's Editions and student workbooks, as well as supplemental materials, requires intensive and well-organized work sessions. After the selection of specific basal series is made, the rationale for the choice(s) must be developed. This is usually a simple matter of categorizing the information gathered during the materials review. The evaluation grid (see Appendix E) is useful at this time.

Bids and contracts have to be explored. Some publishers are willing to enter into contractual agreement relative to in-service workshops, consultation services and the length of time the series will be available for purchase.

RESULTS

Kindergarten

The Basal Review Team recommends the use of instructional kits for use in the Kindergarten Reading Program. This recommendation is based on a survey of Kindergarten teachers, a review of early childhood literature and consideration for promoting the most flexible teaching. Instructional kits are somewhat generic because they provide instruction in readiness concepts (prerequisite skills) that dovetail into beginning reading programs used in Walpole. Kindergarten Kits are further recommended to teach the instructional objectives in the Walpole Curriculum Guide because they

- cost less than basal materials
- are longer lasting - durable
- provide manipulatives necessary for early childhood instruction
- promote student interest
- use less paper/pencil activities
- are appropriate for a range of ability
- provide activities that can be used many times over
- provide a variety of instructional strategies
- are favored by Walpole Kindergarten teachers
- reflect best current practice

Specifically, the Basal Review Team recommends the purchase of one kit for each Kindergarten classroom with teachers' manuals for each teacher. Two kits are recommended, either of which is suitable for Walpole's use.

Animal Crackers - Silver Burdett-Ginn
- emphasizes language arts instruction, numbers, shapes, colors
- tear-off sheets provide a paper/pencil supplement

Sunshine Days Kindergarten Learning System-Scott Foresman

- interdisciplinary (teaches concepts across subject areas of reading, math, social studies, science, health, music, drama and physical education)
- arranged into 10 thematic units
- includes cumulative assessment checklist
- includes big books, mini books, audio cassettes, posters, puppets, games, etc.

RESULTS

The team decided that the best use of basal readers, promoting the greatest flexibility for students and teachers, is a two-basal configuration for the primary grades (1-3) and a three-basal configuration for the intermediate grades (4-6). Specific texts recommendations and rationale for each selection are summarized below.

Primary

Extensive analysis of the materials in relation to the reflections of other teachers about the most appropriate use of basal readers was the basis for selecting a two-basal system for primary grade instruction. Harcourt Brace Jovanovich (HBJ) was selected for use with the majority of students in grades 1-3. The Ginn Reading Program was chosen for students requiring more intensive language and reading instruction.

Both series are literature-based programs offering systematic instruction in reading skills. The purpose for choosing a two-basal system for early reading instruction is to give each student an equal opportunity for success at the outset. The language-delayed and/or slower performing student will have access to a different, but not remedial, series. The Ginn series is appropriate for this group because, in comparison to the HBJ series, it offers shorter passages and more practice of specific skills. It is especially appropriate for Walpole's

population of slower performing students, which is comparable to "average" populations nationally. It is intended that students receiving instruction in this series will have greater opportunity for a transition into the majority group.

Intermediate

The option to use any of three basals in grades 4-6 was decided upon by the Basal Review Team. Since the type of reading material generally changes after initial instruction and since Walpole middle school teachers use differentiated grouping practices, the use of three basals will provide greater flexibility for both teacher and student. For discussion purposes, the chosen series correlate to a High, Middle and Low configuration. Harcourt Brace Jovanovich (HBJ) was chosen for use with the highest performing students, the Scribner series for the middle group(s), and Ginn for slower performing students. Both Ginn and HBJ will dovetail with series used in the primary grades. The addition of a third series will give more options for differentiating instruction. All three series are considered appropriate for average and above student populations, which more closely matches Walpole's level of student achievement. It is intended that the series will aid flexible grouping as an instructional strategy and reduce the stigma associated with grouping practices.

Rationale

Charts 4, 5 and 6 summarize some of the major advantages of each series. These charts reflect a composite of information derived from extensive analysis of series components. They are intended to assist with grouping practices. General guidelines for their use follow.

Guidelines for Use of Basal Readers

1. Basal readers are a component of a developmental reading program. Teachers should judge their most appropriate use.

2. The Basal Review Team recommends three series to complement flexible grouping practices.

3. Recommended Series

Publisher	Group	Grades
Harcourt Brace Jovanovich (HBJ)	High/Middle High	1-3 4-6
Scribner	Middle	4-6
Ginn	Low	1-6

4. Generally, use the level designated for the grade you are teaching. Use supplemental and/or enrichment for individual cases, except at grade 6. Students in the highest group at grade 6 may use the grade 7 HBJ.

WALPOLE PUBLIC SCHOOLS

HARCOURT BRACE JOVANOVICH

	High/Middle 1-3	High 4-6
Activities	differentiated extension activities	maximum opportunity for writing
	systematic instruction	range of comprehension questions
	outstanding reading/ writing connection	advance organizers/ predicting strategies
	range comprehension questions evenly distributed; appropriate for H/M configuration	challenging vocabulary
	advance organizers and predicting strategies in student material	references correlated literature
	excellent pictionary glossary	passages promote divergent thinking
	amount vocabulary appropriate	
	motivational	
Presentation	reteaching activities	tied to Walpole's writing curriculum
	references correlated literature	attention to higher order questions/ inferencing
		TE explicit
	smooth transition from phonics to comprehension at grade 2/3	
Testing	group placement tests	easy to use record keeping for students and teachers

CHART 4

WALPOLE PUBLIC SCHOOLS

SCRIBNER

Middle 4-6

Activities	high number reinforcement activities (may be used as appropriate
	thematic units/ literature based
	vocabulary instruction in context
	5 opportunities for specific skill reinforcement
Presentation	less abstract passages
	sequential vocabulary and skill instruction
	especially easy to use TE
	practice activities appropriate to needs of middle groups
Testing	consistent review/testing
	individual and group management system

CHART 5

WALPOLE PUBLIC SCHOOLS

GINN

Low

	1-3	4-6
Activities	tie to Kindergarten Kits	sequential phonics review and comprehension instruction
	ample reteaching/ reinforcement	relates to life experience skills
	oral language/ listening for each selection	passage length appropriate to intensive instruction
	independent writing activities	Electric Company supplements available
	enrichment for better transition to another group	
	appropriate homework, opportunities provided	
Presentation	unit introduction	consistent/uniform formats
	highly motivational	practice and reteaching opportunities
	levels and read. promote flexibility	motivational
	readability promotes flexible grouping	alphabetical leveling readability 4.0 - 4.9 5.0 - 5.9 6.0 - 6.9
Testing	informal checkpoints/ end of unit tests	checkpoints and end of unit tests
	comprehensive phonics review at grade 2/3 transition	promotes teacher and student accountability

CHART 6

SUMMARY

The premise for initiating curricular change in Walpole Public Schools is that it is more effective when practitioners and administration work together to accomplish the project. Anything that is written or chosen or otherwise developed for classroom use is done so by the teachers on the team(s), with the facilitator acting only as a guide for the project. Some generic procedures evolved from our work which we find useful as guidelines for planning and executing any curriculum development project. Over time these steps become the expected standard operating procedure. When the expectations relative to initiating curricular change are standardized, the relationship between teachers and administrators is enhanced because a sense of team is better able to surface. Procedures which we feel enhance the curricular change process are discussed below.

TIE THE PROJECT TO SYSTEM-WIDE OR SCHOOL-WIDE GOALS

Participants are more likely to maintain long-term commitment to the project if its purpose is tied to something that others are also working towards because it is important to the organization. This stamp of approval or sense of belonging, if conveyed at the outset, will help to establish a sense of purpose.

MAKE THE CHARGE OF THE TASK EXPLICITLY CLEAR

Stating exactly what needs to be done will not only facilitate the efficiency of the project, but will aid people in deciding if they wish to participate in the task.

OUTLINE THE ACTIVITIES THAT WILL BE CONDUCTED

List in general terms the types of activities that participants will be involved with, such as "reviewing existing inventory of materials", or "evaluating sales presentations of new materials". It is not necessary to detail how the facilitator will arrange to accomplish the activities, but rather to convey how participants will be spending their time. Include a projected timeline, if possible.

ENCOURAGE VOLUNTARY PARTICIPATION

Providing an explicit framework for the task conveys the message that this will be an organized and efficient operation. Participants are more likely to volunteer under these conditions, and hence be more productive. In our experience volunteers are the most effective team members, and members selected by their principals as school representatives are the next most effective.

REVIEW LITERATURE AND COMPARE TO CURRENT PRACTIVE

The facilitator and the team gather articles and conduct electronic searches on topics relevant to the task. Each team member may wish to read each article or sub-committees may read on certain topics and report to the whole group. It is best to agree upon the areas in the literature that will be reviewed before research begins. List and discuss current practice relevant to the project. Use this as a basis for an analysis of discrepancies between what the literature suggests and what actually occurs.

DEVELOP PREMISES FOR THE END PRODUCT

A set of premises gleaned from the literature and from best current practice are developed and used to set direction for the project. Whatever the end product, for example, a presentation, curriculum guide, report or selection of materials, will conform to these premises. This provides an additional opportunity to insure that the team is operating in conjunction with the facilitator and that everyone is proceeding along the same track.

VARY MEETING FORMATS

Include a variety of activities when planning meeting agendas. Smalll-group and individual activities, social events, such as a pot luck dinner, introspective and discussion activities are all a part of the process used in Walpole. It is the role of the facilitator to make meeting agendas and provide a balance to the types of activities.

PROVIDE "NEXT STEPS" INFORMATION

Periodically, provide participants with a summary of events and a preview of next steps. This serves to keep the cohesiveness of the team.

PROVIDE FOLLOW-UP AND EVALUATION

Provide follow-up and evaluation of the team's activities as well as of the product itself. For example, there should be some summary, such as a workshop or memo, presented to the team after a project has moved beyond the original charge. Each team member should have an opportunity to evaluate the process and the product that they have contributed to. In addition, follow-up information about the implementation of the project should also be available to team members.

APPENDIX

Guidelines	Appendix A
Charge	Appendix B
Terminology	Appendix C
Teacher Surveys	Appendix D
Evaluation Grid	Appendix E

APPENDIX A

GUIDELINES FOR SELECTION OF BASAL READERS

RATING KEY

(1) Unsatisfactory - There are few or no instances of this.

(2) Below Standard - Instances of this are inconsistent throughout the series.

(3) At Standard - Instances of this are evident, but the quality is minimal.

(4) Above Standard - Instances of this are consistent; the quality is very good.

(5) Superior - Instances of this are consistent; the quality is superior.

Please review the series to determine a rating for each statement.

Circle your response to each statement.

RATING SCORES

Sub totals:	Student Materials	
	- combined score	_____
	- possible score	65
	Teacher Materials	
	- combined score	_____
	possible score	50
	Management System	
	- combined score	_____
	- possible score	40
TOTALS:	Subsection Scores	_____
	Total Possible Score	155

	Unsatisfactory	Below Standard	At Standard	Above Standard	Superior
	1	2	3	4	5
STUDENT MATERIALS					
1. Award-winning and well-known authors' works are included.	1	2	3	4	5
2. The selections are appealing and motivating.	1	2	3	4	5
3. The language patterns are consistent with students own oral language patterns.	1	2	3	4	5
4. Specific student purposes for reading are stated.	1	2	3	4	5
5. The series provides students with information for evaluating their own learning.	1	2	3	4	5
6. The selections are the appropriate level to develop and maintain student interest.	1	2	3	4	5
7. A pictionary is included in the First Grade text.	1	2	3	4	5
8. A glossary is included for grades 2-6.	1	2	3	4	5
9. Workbook directions are easy to follow.	1	2	3	4	5
10. Activities are easily understood by adults/parents.	1	2	3	4	5
11. There are specific selectiona/activities that relate to study/life skills.	1	2	3	4	5
12. The series contains a variety of types of selections (traditional narrative, expository, poetry.)	1	2	3	4	5
13. The number of practice opportunities are sufficient.	1	2	3	4	5

		Unsatisfactory	Below Standard	At Standard	Above Standard	Superior
		1	2	3	4	5
TEACHER MATERIALS						
1.	There are specific objectives which reflect Walpole's curriculum.	1	2	3	4	5
2.	The format is consistent and easy to use.	1	2	3	4	5
3.	There are explicit instructions for decoding word recognition and meaning from context.	1	2	3	4	5
4.	Strategies are given for oral and silent reading instruction.	1	2	3	4	5
5.	Strategies and enrichment activities relate reading to writing, speaking and listening.	1	2	3	4	5
6.	There are specific strategies for vocabulary development.	1	2	3	4	5
7.	A range of question types are included to promote comprehension.	1	2	3	4	5
8.	There are a sufficient number of teaching strategies for varying levels of interests and abilities.	1	2	3	4	5
9.	Additional suggestions for reteaching are included.	1	2	3	4	5
10.	A notation of related literature is included.	1	2	3	4	5

	Unsatisfactory	Below Standard	At Standard	Above Standard	Superior
	1	2	3	4	5
THE MANAGEMENT SYSTEM					
1. Diagnostic tests are included for each unit.	1	2	3	4	5
2. A useful group placement test is included.	1	2	3	4	5
3. The record keeping system for teachers and students is easy to use.	1	2	3	4	5
4. There is a computer management system that scores, records and stores test data.	1	2	3	4	5
5. Consultants are available for teacher in-service.	1	2	3	4	5
6. The publisher provides a written guarantee that the series will be available for five (5) years after purchase date.	1	2	3	4	5
7. The materials are durable.	1	2	3	4	5
8. Software to reinforce content is available for each grade.	1	2	3	4	5

WALPOLE PUBLIC SCHOOLS

BASAL READER SELECTION GUIDELINES

REVIEWERS' EVALUATION SHEET

Name of Series Reviewed: _____

Skills area traced: _____

Do you recommend this series for purchase? _____

Total number of points received. _____

This series is most appropriate for H M L

List 3 benefits of this series for the group selected above:

_____

_____

_____

List 2 teacher interventions necessary to bring a new student into this series.

_____

_____

APPENDIX B

WALPOLE PUBLIC SCHOOLS

Basal Review Team

October, 1987

Charge: To select two or more strands of basal readers to be used for K-6 reading instruction.

Activities:
- conduct review of literature
- develop instructional premises for reading education K-6
- analyze sales presentations
- review and select basals

APPENDIX C

WALPOLE PUBLIC SCHOOLS

Terminology

2 or more strands -

strands refers to the use of basals published by two or more companies at each grade level. Usually students are sub-divided into groups, each group using a basal from a different publisher. However, there is continuity between grade levels for the different publishers. For example, if a top group at the fourth grade level is using a text from Mac Millan, then the top group in fifth grade is also using this same MacMillan series, at the next appropriate level.

decoding -

instruction in phonics to teach sound-synbol relationships - the sounding out of letters to form words, also known as "word attack" and "breaking/cracking the code".

code-emphasis -

a basal that emphasizes systematic phonics instruction (presentation, practice, follow-up).

implicit phonics instruction -

students generalize sounds from known words or word families

explicit phonics instruction -

sounds taught in isolation and blended into words

meaning - emphasis -

a basal that emphasized comprehension instruction (vocabulary instruction and questions related to context).

APPENDIX D

TEACHER SURVEYS

WALPOLE PUBLIC SCHOOLS

READING PROGRAM EVALUATION

Please return this survey to your basal team representative before March 18, 1987.

1. Circle the grade levels where basals should be used as a part of a developmental reading program.

   K-3 K-4 K-6 K-8 Other _____

2. Please rank the options for use of basals (1-5 high to low) that you feel are the best for instruction. NOTE: Other supplemental materials such as workbooks, worksheets, novels, games, etc. may be used in conjunction with any of the options listed below.

   RANK

   ____ one-publisher (the same series used from grade to grade at appropriate levels.)

   ____ one-publisher with a remedial series from same publisher.

   ____ supplemental (each teacher chooses own basals to reinforce system objectives and Wisconsin Design - continuity within and between schools not guaranteed.)

   ____ 2 or more strands. (Example: top group in Houghton, middle in MacMillan, etc. with continuation at the next grade.)

   ____ narrow supplemental (teacher choice of basals from pre-determined list developed by a teacher team.)

3. Check (√) next to the options above the one you are primarily using now.

Comments, concerns, issues related to the use of basals in Walpole Public Schools.

Thank you!

WALPOLE PUBLIC SCHOOLS
WALPOLE, MASSACHUSETTS 02081
617-668-5400

INTER-OFFICE CORRESPONDENCE

TO: Basal Review Team

FROM: Jane Kline

SUBJ: Publishers for Consideration

DATE: October 8, 1987

Please ask reading teachers in your building (K-6) which publishers they especially want considered by the review team.

Scott Foresman
Ginn/Silver Burdett
Houghton Mifflin
Riverside
Harcourt Brace Jovanovich
Lippincott
Scribners
MacMillan
Other (please specify)

_____

_____

_____

WALPOLE PUBLIC SCHOOLS

BASAL REVIEW

NAME _____

SCHOOL _____

GRADE _____

The Basal Review Team will be evaluating basal readers in three categories: teacher materials, student materials and management system. Please record your comments/observations for each of these categories as you listen to the sales presentations. Please return this sheet to a Basal Team member from your school or leave it at the door. Thank you for your insights and your time.

PUBLISHER

STUDENT MATERIALS

TEACHER MATERIALS

MANAGEMENT SYSTEM

Materials Exhibit of Basal Readers

The Basal Review Team will be evaluating basal readers in three categories: teacher materials, student materials and management system. Please review the materials that are of interest to you and record your comments/observations for each of the categories. Your answers to questions in Part II will give the Basal Team more specific information to include in their analysis of the series.

PART I

Name _____

Your School _____

Publisher _____

Student Materials

Teacher Materials

Management System

PART II

1. What is the best teaching configuration for using this material?

____ K	____ High group
____ K-3	____ Middle group
____ 1-3	____ High/Middle group
____ 4-6	____ Low group
____ K-6	
____ 1-6	

2. Of the options listed below, which will allow you the greatest flexibility when teaching reading?

____ a separate series for use with each of three groups (high, middle, low).

____ the same series for high/middle, a different series for lower performing students.

____ two different texts for middle and low, but from the same publisher; another series for the high group.

____ other (please specify).

COMMENTS

Thank you!

APPENDIX E

WALPOLE PUBLIC SCHOOLS

REVIEW OF BASAL READERS

EVALUATION GRID

STUDENT	Variety Literature/ Material/Life Skills	Language Patterns	Level	Self-Evaluation	Student Purposes	Workbooks
TEACHER	Walpole Curriculum	Decoding/Comp./ Vocab. Strategies	L.A. Connection	Question Types	Teaching Strategies/ Emphasis/Format	Practice/Reteaching
MANAGEMENT	Tests	Record Keeping	Consultants	Availability	Software	Durable

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